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# Knowledge-Sharing In Rural And Suburban Community

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**ABSTRACT**

This research is a cross sectional comparative study to know the difference of knowledge-sharingin Jelekong community which lives in a suburban area and Arjasari community which lives in a rural area in Bandung regency.

The variables of this study are:

1. Knowledge-sharing Intention
2. The joy of knowledge-sharing
3. Knowledge-sharing support
4. ICT ability in knowledge-sharing
5. Giving knowledge
6. Mutual trust in knowledge-sharing
7. Relationship builtfromknowledge-sharing
8. Knowledge-sharing contribution
9. Opportunistic behavior

The analysis unit of this study are community leaders. The number of respondents in this study are 67 community leaders in Jelekong and 67 community leaders in Arjasari. The sampling technique was conducted using cluster sampling. The data obtained were processed using t-test to know the difference ofknowledge-sharing in Jelekong community and Arjasari community.

The result of this research shows that there are 6 variables that have significant differencebetween Jelekong and Arjasari, they are: knowledge-sharing intention, the joy of knowledge-sharing, knowledge-sharing support, ICT ability in knowledge-sharing, giving knowledge, mutual trust in knowledge-sharing. While variables that do not differ significantly are: relationship built fromknowledge-sharing, knowledge-sharing contribution, opportunistic behavior.

Keywords: knowledge-sharing, suburban area, rural area

## FOREWORD

Indonesia currently has quite a lot of poor people. On September 2017, the number of poor people (people with expenditure per capita per month below the Poverty Line) in Indonesia has reached 26.58 million people (10.12 percent). The percentage of poor people in urban areas amounted to 7.26 percent in September 2017. While the percentage of poor people in rural areas amounted to 13.47 percent in September 2017.

Poverty in Indonesia is suspected to occur due to Indonesian human potentials that have not been developed very well. Theunfortunatepsychological condition of poor people in Indonesia mightalso inflict a lack of appreciation from others, thatmight cause themto have less chance of potential development to solve problems.

 

Padjadjaran University as one of the largest state university in West Java has some development areas, among others are Jelekong and Arjasari in Bandung regency. Jelekong is a suburban development area that located on the border between Bandung city and Bandung regency, while Arjasari is a village development area in Bandung regency. Padjadjaran University conducts various activitiesin the area, such as research and community service, as a form of significant contribution to support the nation'sdevelopment. This is expected to be one of thecontributionsprovided by Padjadjaran University to alleviate poverty.

One research conducted in Jelekong and Arjasari is a research about Community Development in Achieving Psychological and Social Wellbeing, which is a research funded by Padjadjaran University in Academic Leadership Grant scheme. This research will assess or measure the community condition of the development areas. The assessment is conducted to measure the community's level of psychology and social wellbeing that can describes the human resource condition. Based on the measurement, intervention will be given as an effort to increase the wellbeing level of the village community.

One of variables to be measured in this research is knowledge-sharing. Knowledge is defined as the whole set of cognition and skill used by human to solve problems. Or in short, the capacity to do things effectively. In this era of change, human capitals such as individual knowledge and abilities are much more valuable than the physical capital. So today's era of change is also called as the era of knowledge. The era of knowledge offers unlimited resources because the individual capacity to generate knowledge is also unlimited. Knowledge grows and develops when it is shared with others.

Knowledge is a result of individual learning which accumulated into organizational knowledge, in both formal and non-formal organization. The knowledge acquired by individuals would not be exactly the same, thus the combination of individual knowledge in the organization would also yield a different organizational knowledge.

Generally, there are two kinds of knowledge, "tacit knowledge" and "explicit knowledge". Tacit knowledge is a knowledge that exists inside the human brain. Explicit knowledge is a knowledge that exists in a document or in other formsoutside the human brain. Explicit knowledge can be stored or embedded in a facility, product, service and system.

In a simple term, knowledge management is about converting tacit knowledge into explicit knowledge and knowledge-sharing in an organization. In a more technical and accurate term, knowledge management is a process where organizations generate values from intellectual asset and knowledge-based asset. The scope of knowledge management is more emphasized on a certain organization environment and aims to explore a certain employee's tacit knowledge and convert it into explicit knowledge, so the knowledge can be shared to other employees and become an asset for the organization. However, knowledge management for a bigger and global environment is not limited only as a conversion effortfrom tacit to explicit, but must look uponthe goal, that is "to share" and "to produceadded value".

Knowledge-sharing is one of the methods or one of the steps in the cycle of Knowledge Management that is utilized to provide members of a group, formal and non formal organization, institution, or company, a chance to share their knowledge to other members. Knowledge-sharing can only be done when each member of the group has a wide opportunity to express their opinion, ideas, critics, and comments to other members. This is where the role of knowledge-sharing among group members became very important to increase their skill, so they are capable to think in a way that is expected to produce a form of innovation.

Knowledge-sharing behavior is an exchange of knowledge between two or more individuals, where one party communicates own knowledge and other party assimilate the knowledge so together they create a new knowledge (Paulin and Suneson, 2012; Van den Hoff and de Ridder, 2004).Cabrera and Cabrera (2005) stated that knowledge-sharing behavior is affected by a few things like social ties, interaction patterns and frequency among individuals, the use of the same language (shared language) that bonds one individual with the others, interpersonal trust, the norms that support knowledge-sharing behavior, common identification between individuals as a group (group identification), a perception of reward and punishment, self-efficacy, and expectation of reciprocity.Furthermore, Riege (2003) explained that knowledge-sharing behavior is affected by internal motivation which is someone's certainty that the shared knowledge would give benefits to other people. This can be seen as a stronger drive than extrinsic motivation such as an expectation of getting a reward in a form of money or positive appraisal. Bock and Kim (2002) see that individuals who are certain that their relationship with other people can be broader and deeper through knowledge-sharing behavior, have a positive attitude towards knowledge-sharing. Whereas apprehension of other's evaluation (evaluation apprehension) or anxiety for fear of being negatively judged by others is a kind of behavior that inhibit knowledge-sharing.

It is expected that the ability to share knowledge among other group memberscan overcome various problems in the group. By having a good knowledge-sharing ability, the community is expected to be able to overcome different problems and would have a better psychological and social well-being in the long run.

Based on theexplanation, the formulation of the problem in this research is: How is the difference ofknowledge-sharingbetween Jelekong community and Arjasari community in Bandung Regency?

Based on the result of this research, we will be able to start planning a precise intervention program for the next stage, to increase knowledge-sharing ability as one aspect to escalate psychological and social well-being of the community

## METHODS

This research is a cross sectional comparative study to know the difference ofknowledge-sharingbetween Jelekong and Arjasari community in Bandung regency. The research variables are:

1. Knowledge-sharing intention
2. The joy of knowledge-sharing
3. Knowledge-sharing support
4. ICT ability in knowledge-sharing
5. Giving knowledge
6. Mutual trust in knowledge-sharing
7. Relationship builtfromknowledge-sharing
8. Knowledge-sharing contribution
9. Opportunistic behavior

The variables are measured using a questionnaire by applying a scoring scale as follows: 1 = Disagree, 2 = Somewhat Agree, 3 = Agree, 4 = Strongly Agree

In this research, the analysis unit are the community leaders, formally and non-formally, that live in Jelekong and Arjasari of Bandung Regency. The number of respondents in this research

is 67 people of community leaders in Jelekong and 67 people of community leaders in Arjasari. The sampling technique is using a cluster sampling.

The data is processed using t-test to know the difference of knowledge-sharingbetween Jelekong and Arjasari community.

## RESULT

Calculating the reliability of the measuring instrument using Alpha Cronbach gives the result α = 0.911. It can be concluded that the knowledge sharing instrument is a reliable instrument with good items.

Calculating the validity of the measuring instrument using confirmatory factor analysis gives the following results:

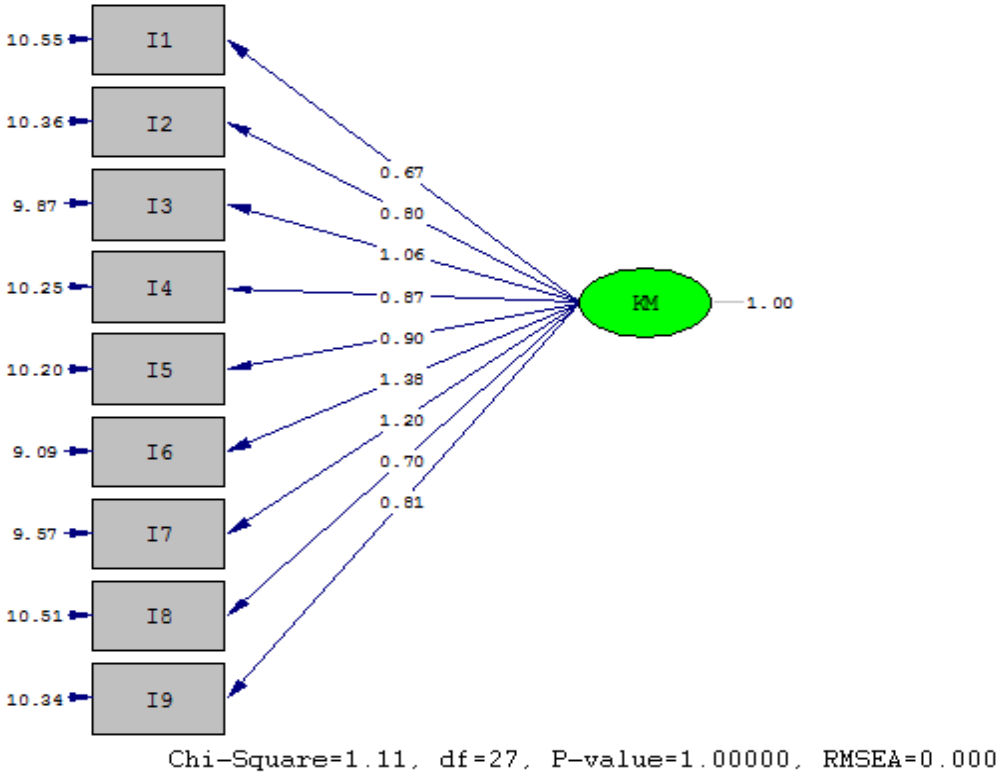


**Figure 1**
**Confirmatory Factor Analysis of Knowledge Sharing Measures**

Based on the picture above, it can be seen that the knowledge management measurement is a valid measuring instrument with the value of p = 1 and RSMEA = 0.

The result of data processing can be seen on Picture 1 and Table 1 as follows:

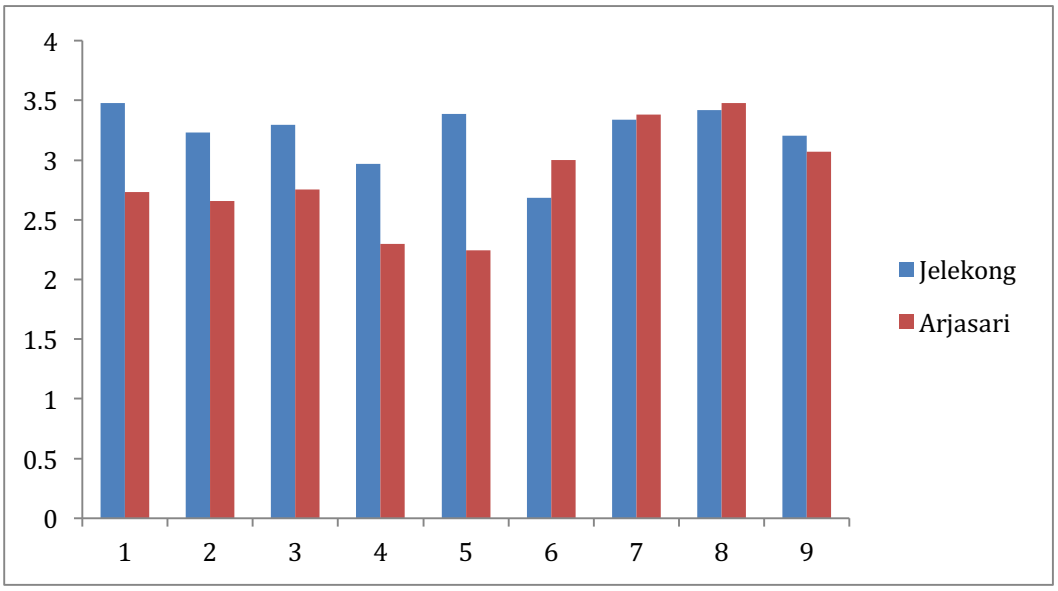


**Figure 2**
**A Description of Knowledge-sharing in Jelekong and Arjasari**

**Table 1**
**The Difference of Knowledge-sharingbetween Jelekong and Arjasari community**

| Variables | Mean | | Standard Deviation | | t | p |
|---|---|---|---|---|---|---|
| | Jelekong | Arjasari | Jelekong | Arjasari | | |
| 1. Knowledge-sharing Intention | 3.4762 | 2.7335 | .13621 | .28668 | 19.154 | 0.000* |
| 2. The joy of knowledge-sharing | 3.2313 | 2.6567 | .56795 | .45609 | 6.457 | 0.000* |
| 3. Knowledge-sharing support | 3.2935 | 2.7512 | .59323 | .48320 | 5.801 | 0.000* |
| 4. ICT ability in knowledge-sharing | 2.9701 | 2.2985 | .82057 | .63996 | 5.801 | 0.000* |
| 5. Giving knowledge | 3.3881 | 2.2463 | .52815 | .53917 | 12.383 | 0.000* |
| 6. Mutual trust in knowledge-sharing | 2.6866 | 3.0000 | .43793 | .49831 | -3.867 | 0.000* |
| 7. Relationship built from knowledge-sharing | 3.3383 | 3.3831 | .43613 | .47231 | -.570 | 0.570 |
| 8. Knowledge-sharingcontribution | 3.4179 | 3.4776 | .40449 | .51074 | -.750 | 0.455 |
| 9. Opportunistic behavior | 3.2040 | 3.0697 | .53483 | .62101 | 1.342 | 0.182 |

*: P < 0.01

According to the result as presented on Table 1, we can see that there are 6 variables that are significantly different between Jelekong and Arjasari, they are: knowledge-sharing intention, the joy of knowledge-sharing, knowledge-sharing support, ICT ability in knowledge-sharing, giving knowledge, mutual trust in knowledge-sharing. While variables that do not differ significantly are: relationship built fromknowledge-sharing, knowledge-sharing contribution, opportunistic behaviour

## DISCUSSION

Knowledge-sharing intention, the joy of knowledge-sharing, knowledge-sharingsupport, ICT ability in knowledge-sharing, and giving knowledge in Jelekong community are significantly higher than Arjasari community. The suburban condition of Jelekong community which is nearthe city is assumed to be the reason why Jelekong community is getting used toknowledge-sharing activities in increasing their wellbeing. This is supported by a far better ICT ability found in Jelekong community than Arjasari community that lives in the rural area. The suburban community with a more rational and professional mindset brings out an interaction that is based on a common interest. The relationship with other community in the suburban area is done openly in an atmosphere that is influencing one another. Furthermore, there is a strong trust on technology knowledge as a mean to increase the community wellbeing.

Theresearch result also showsthat mutual trust in knowledge-sharing in Arjasari community is significantly lower than in Jelekong community. The community in rural area posses a kinship character, high sense of solidarity and mutual cooperation, which is assumed to be the cause of high mutual trust in their communityas compared tothose in the suburbs.

The result of this research will be used to provide intervention to the rural community so they will be able to share knowledge to solve various problems toincrease their wellbeing. The variables than can be intervened are: knowledge-sharing intention, the joy of knowledge-sharing, knowledge-sharing support, ICT ability in knowledge-sharing, and giving knowledge. Whereas in suburban community, the variables that need to be intervened are the mutual trust in knowledge-sharing, because with a better mutual trust the community can solve many problems easier.

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